

The Beginnings of World History

LESSON 1

As You Read

Students should make note of the lesson's main ideas and details. See the answers to the Graphic Organizer.

Summary

1. Japan was not part of the Roman Empire and was farther away from Europe.
2. They can share ideas and compare their perspectives.
3. how early humans made tools that helped them survive

Graphic Organizer

1. Suggested: Location and climate provide good or bad conditions for agriculture.
Suggested: Access to water helps civilizations survive.
Suggested: Being isolated or attached to continents can affect whether a country is invaded.
2. Suggested: The researchers all have different perspectives.
Suggested: People with different training use different tools.
Suggested: Researchers criticize discoveries made in and outside of their field.
3. Suggested: New discoveries are always being made.
Suggested: Researchers are sometimes biased.
Suggested: Understanding new languages or codes help understand past discoveries.

LESSON 2

As You Read

Students should use the chart to compare the hominids and time periods discussed. See the answers to the Graphic Organizers.

Summary

1. hominids; East Africa
2. *Homo erectus*, because they developed technology, used fire, and had a language.
3. *Homo sapiens* had more skills and developed a culture.

Graphic Organizers

1. Australopithecines: Brain size was 500 cubic centimeters; walked upright and had opposable thumbs; traveled great distances; carried food and children; could pick up small objects and make tools.
2. *Homo habilis*: Brain size was 700 cubic centimeters; made tools from stone and lava to cut meat, crack open bones, and protect themselves.
3. *Homo erectus*: Brain size was 1,000 cubic centimeters; made more sophisticated tools to dig and protect themselves; migrated from Africa to parts of Europe and Asia; used fire; developed basic spoken language.
4. Neanderthals: Brain size was 1,450 cubic centimeters; powerfully built with strong muscles and thick bones; tried to explain and control their world; had ritual burials; very resourceful.
5. Cro-Magnons: Brain size was 1,400 cubic centimeters; looked like modern *Homo sapiens*; stood about five-and-one-half feet tall; created art; planned hunts; had advanced language skills.

Paleolithic Age: 2.5 million BC; 8000 BC; Oldest stone chopping tools were made in this time.

Neolithic Age: 8000 BC; 3000 BC; People in this time learned to polish stone tools, make pottery, grow crops, and raise animals.

LESSON 3

As You Read

Students should make note of the lesson's main ideas and details. See the answers to the Graphic Organizer.

World History Guided Reading Activity

Heidi Morrison



World History Guided Reading Activity :

World History: Connections to Today Elisabeth Gaynor Ellis, Pearson/Prentice Hall, 2003-12 **World History**
McGraw-Hill Staff, 2000-12-01 Focus on World History Kathy Sammis, 2002-09 **Thesaurus of ERIC Descriptors**
, 1990 4th 7th eds contain a special chapter on The role and function of the thesaurus in education by Frederick Goodman
Pageant World History Gerald Leinwand, 1990 Dear students I want to share a dream with you I dreamed that a young person of 14 whom I was going to be teaching would become president of the United States during the first half of the twenty first century As a teacher I was struck by this immense responsibility What should I teach my student about the world as preparation for this awesome task How could my world history class help this person to mature into an intelligent and humane president and leader of the free world **Library of the World's Best Literature: Guide to systematic reading**
Charles Dudley Warner, 1902 *History 101, Modern World History*, 1986 **The Principal as Instructional Leader**
Sally J. Zepeda, 2013-10-02 In the updated third edition of this highly successful book leadership expert Sally Zepeda offers savvy advice to both new and seasoned principals and assistant principals You get practical tools and strategies along with real world examples to help you improve teacher effectiveness and boost student achievement This edition features valuable resources for teacher evaluation and professional development programs including Tools and procedures for conducting classroom observations and pre and post observation conferences How to steps for assessing the culture and climate of your school Strategies to address marginal teaching Techniques to support adult learning and professional development Related News Media Dr Doug Green featured a book summary of The Principal as Instructional Leader A Practical Handbook 3rd Edition on his website The Principal as Instructional Leader A Practical Handbook 3rd Edition by Sally J Zepeda was reviewed in The 21st Century Principal *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office, 1965 Includes Part 1 Number 2 Books and Pamphlets Including Serials and Contributions to Periodicals July December
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effectively enhance social studies instruction Using cases of experienced teachers to illustrate accomplished history teaching through movies this text provides pre and in service teachers with ideas for implementing film based lessons in their own classrooms and offers a deeper understanding of the thorny issues involved in using film to teach history The second edition is completely revised and updated including two entirely new case studies a new chapter focusing on using international film and incorporating a more global view in the classroom and additional material on using film to tackle difficult and controversial issues as well as updates to all of the cases Each section of the book focuses on how teachers can effectively support the development of students historical film literacy through topics such as using film to develop interpretive skills to explore controversial issues and to develop historical empathy By developing the skills students need to think critically about the past or what they think they know about history the lessons in this book illustrate how to harness the pedagogical power of film to provide the tools necessary for rigorous inquiry and democratic citizenship Special features include Reflection on the Case following each chapter analyzing and discussing the strengths and limitations of the teacher s approach as well as providing strategies for using and choosing films specific to the educational outcome Sample unit outlines descriptions of class texts and films worksheets essay questions viewer guides and exercises for the classroom throughout Discussion of the practical considerations facing classroom teachers including juggling time restraints issues of parental permission and meeting standards

Inquiry-Based Lessons in World History Jana Kirchner, Andrew McMichael, 2021-09-03 Spanning the time period from 750 CE to the present day Inquiry Based Lessons in World History Vol 2 focuses on creating global connections between people and places using primary sources in standards based lessons With sections on the world in transition the era of revolutions imperialism and global war and the modern world this book provides teachers with inquiry based ready to use lessons that can be adapted to any classroom and that encourage students to take part in the learning process by reading and thinking like historians Each section contains chapters that correspond to the scope and sequence of most world history textbooks Each inquiry lesson begins with an essential question and connections to content and literacy standards followed by primary source excerpts or links to those sources Lessons include step by step directions incorporate a variety of literacy strategies and require students to make a hypothesis using evidence from the texts they have read Grades 7 10

Instructional Supervision Sally J. Zepeda, 2013-09-27 This highly regarded book is a must have resource for all graduate level students and prospective school leaders enrolled in courses in instructional supervision It is also a valuable guide for anyone currently in a leadership position with responsibility for supervising student teachers Dr Zepeda provides both practical tools and strategies needed for classroom observations and pre and post observation conferences laying a strong foundation for effective instructional supervision in preK 12 schools The updated third edition includes research supported strategies to help supervisors work successfully with teachers authentic case studies classroom examples and field experiences in depth coverage of professional development and its link to teacher evaluation reflection prompts pragmatic

tips self assessments and suggested activities *The Global History of Childhood Reader* Heidi Morrison,2013-03-05 The Global History of Childhood Reader provides an essential collection of chapters and articles on the global history of childhood The Reader is structured thematically so as to provide both a representative sampling of the historiography as well as an overview of the key issues of the field such as childhood as a social construct commonalities and differences globally and why the twentieth century was not the century of the child for most of the world s children The Reader is divided into four parts Theories and methodologies of the history of childhood Constructions of childhood in different times and places Children s experiences in different times and places Usage of the past to articulate solutions to problems facing children today Topics covered include theories and methodologies in the global history of childhood sources for writing a global history of childhood education gender disability race class and religion the individual in history and emotions violence labour and illiteracy With introductions that contextualize each of the four parts and the articles further reading sections and questions this is the perfect guide for all students of the history of childhood *The Ordinary Parent's Guide to Teaching Reading (The Ordinary Parent's Guide)* Jessie Wise,Sara Buffington,2004-10-17 A plain English guide to teaching phonics Every parent can teach reading no experts need apply Too many parents watch their children struggle with early reading skills and don t know how to help Phonics programs are too often complicated overpriced gimmicky and filled with obscure educationalese The Ordinary Parent s Guide to Teaching Reading cuts through the confusion giving parents a simple direct scripted guide to teaching reading from short vowels through supercalifragilisticexpialidocious This one book supplies parents with all the tools they need Over the years of her teaching career Jessie Wise has seen good reading instruction fall prey to trendy philosophies and political infighting Now she has teamed with dynamic coauthor Sara Buffington to supply parents with a clear direct phonics program a program that gives them the know how and confidence to take matters into their own hands

Resources in Education ,2001-04 Active Reading Beth McGuire,2008-12-30 Teacher Librarian Beth McGuire provides librarians and teachers with reproducible activities to encourage students to think about discuss and provide a purpose for reading current star reviewed and award winning literature while practicing their comprehension strategies Activities reinforce comprehension of the material and include an extension activity for going beyond the text allowing the students to practice their higher level thinking skills Librarians and teachers can make copies of the activities to directly incorporate into their lessons in the content areas Titles included are organized by level and by curricular area Usable for grades 6 8 **Adolescent Realities** Judith A. Hayn,Holly Sheppard Riesco,2021-11-10 Adolescent Realities Engaging Students in SEL through Young Adult Literature offers a connection between young adult literatures and social and emotional learning Students have many SEL needs and this book focuses on exploring SEL through the experiences of characters in contemporary books published in the last few years Each chapter offers a specific focus in SEL a middle school and high school book for teens to read and a guided plan that can be adapted to fit the needs of educators counselors and

parents A great tool for guiding teen book clubs or workshops Adolescent Realities has the potential to make teens aware of how to apply SEL in their own lives **British History - Teacher Guide** James P. Stobaugh,2012-03-01 This convenient teacher s guide is all a parent or teacher needs to easily grade the 11th grade student assignments for British History Observations Assessments from Early Cultures to Today Assignments with answers learning objectives grading criteria and short essay questions are included This course is designed for a student to practice independent learning The guide will assist teachers by offering 34 chapters for 34 weeks of study Chapters include 5 lessons taking approximately 30 minutes each The final lesson of the week is an exam covering the week s instruction Student questions are organized in the back for easy use in testing and review Teachers parents or students can grade assignments daily or weekly As the teacher you will enjoy partnering with your student as he or she processes British history while developing or strengthening a Christian world view **World History** ,2000

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